
**RESTAURANT AND FOOD LABELING
FOCUS GROUP RESEARCH**

Summary Report

**U.S. Food and Drug Administration
Center for Food Safety and Applied Nutrition**

Submitted by:



**11785 Beltsville Drive
Calverton, Maryland 20705
Telephone: (301) 572-0200
Fax: (301) 572-0999**

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I. Purpose of the Study and Project Objectives

The U.S. Food and Drug Administration's (FDA's) Center for Food Safety and Applied Nutrition (CFSAN) contracted Macro International Inc., an Opinion Research Corporation company (ORC Macro), to conduct eight focus groups in order to discuss with consumers their understanding and preferences for a variety of food label modifications to aid them in making educated food choices.

The main study objectives were to explore:

- 1) Participants' reactions to alternative presentations of nutrition information on restaurant menu board specifically calories and/or a symbol to denote a healthier food item
- 2) Participants' reactions to modifications of the Nutrition Facts Panel and the principal display panel on packaged foods, including:
 - a. Highlighted information about calorie content
 - b. Symbols for healthier foods
 - c. Messages about healthier food choices
 - d. Other participant-generated ideas
- 3) Participants' food choices, including when and how they use food label information
- 4) Participants' interest in nutrition and healthy eating, and their conception of healthy foods
- 5) How the food label information could better assist participants with meal planning and decisionmaking.

The project consisted of eight focus group discussions conducted in four locations throughout the United States: Calverton, Maryland; suburbs of Philadelphia, Pennsylvania; San Antonio, Texas; and suburbs of Chicago, Illinois. Two focus group discussions were carried out in each of these locations.

II. Focus Group Methodology

A. Introduction

In order to meet the research objectives, ORC Macro coordinated and conducted eight focus group sessions in four locations throughout the United States. All focus groups took place at professional qualitative research facilities that were easily accessible to the desired research participants. The groups in Calverton, Maryland, took place at ORC Macro; groups in Philadelphia, Pennsylvania, and Chicago, Illinois, were conducted at Delve; and San Antonio groups were conducted at Galloway Research Service.

Focus group participants were recruited on the basis of being a primary food shopper in their household and having eaten food from a fast food restaurant within the past month. Half of the groups were conducted with women, and the other half were with men. Additionally, the groups were stratified on the basis of education: Half of the groups were conducted with individuals having higher education, and half were with individuals with lower education.* Each group included a mix of different ethnic backgrounds reflective of respective locations.

The table below shows the composition of the focus groups, with their schedules and locations.

Composition and Schedule of Focus Groups

	Date and Time	Location	Education	Gender
Group I	November 19, 6:00 p.m.	Calverton, MD	Lower education	Females
Group II	November 19, 8:00 p.m.	Calverton, MD	Higher education	Males
Group III	November 24, 6:00 p.m.	Suburbs of Philadelphia, PA	Higher education	Females
Group IV	November 24, 8:00 p.m.	Suburbs of Philadelphia, PA	Lower education	Males
Group V	December 4, 6:00 p.m.	San Antonio, TX	Lower education	Females
Group VI	December 4, 8:00 p.m.	San Antonio, TX	Higher education	Males
Group VII	December 11, 6:00 p.m.	Suburbs of Chicago, IL	Higher education	Females
Group VIII	December 11, 8:00 p.m.	Suburbs of Chicago, IL	Lower education	Males

The questionnaire (screener) used for screening participants is included as appendix A.

B. Advantages and Drawbacks of Applying Focus Group Methodology

Focus group methodology was chosen for this project as the most appropriate research technique offering exploratory, formative, and “information-rich” data. Focus group discussions are a flexible tool for exploring respondent awareness, behavior, concerns, beliefs, experiences, motivation, operating practices, and future plans related to a

* Individuals who participated in the lower education groups were those whose highest level of education completed was any of the following: less than high school; high school or GED; technical/vocational school; or community college. Participants in the higher education groups had either completed 1 to 3 years towards a Bachelor’s degree or held Bachelor’s, Master’s or Ph.D. degrees.

particular topic and subissues. They are particularly useful for generating an in-depth understanding of issues, since a skilled moderator can amplify individual responses through group comments or individual feedback. In addition, a skilled moderator can follow up or probe certain tangents or views that were unanticipated in the design of the moderator's guide, often yielding new information or additional nuances of existing information.

Despite its many advantages, focus group methodology is not without limitations. Findings from focus group discussions are not quantitative, nor can they be generalized to the target population as a whole.

C. Recruitment

Recruiters conducted structured telephone interviews to screen participants for the study. The telephone numbers called were randomly selected from the databases owned by the respective facilities. The recruitment calls started 2 weeks prior to the dates of the consecutive groups.

A few days before the focus groups took place, each of the recruiting firms sent flyers that briefly described the purpose of the discussion/interview and stated the date, time, and location, as well as directions to the qualitative research facility. Participants in all locations received \$60 stipends for their time.

D. Moderator's Guide

The moderator's guide developed for this project was based on previously established study objectives, which can be found in the "Purpose of the Study and Project Objectives" section of the report. CFSAN personnel provided the discussion guide topics and questions, and ORC Macro contributed to its development. The moderator's guide and tested materials were modified throughout the groups.

The moderator's guide used in this project is available in appendix B.

E. Conduct of the Groups

All focus groups for this project were conducted in a professional focus group facility equipped with a one-way mirror and an observation room. The focus groups were video- and audiotaped. A qualified moderator, with several years of experience in conducting focus groups, facilitated the group discussions.

III. Findings—Restaurant Labeling

A. Participants' Perceptions of Food Healthiness in Fast Food Restaurants

The participants' comments suggested that their approach to food differs depending on whether they are eating food from a fast food restaurant or food prepared at home. While many respondents said that they have some control over what they eat at home, they do not have the same kind of control when eating food in fast food restaurants.

- "I don't eat fast food all that often, and I look at it as being a treat. It is not a way of life for me to go eat fast food every single day. I worry about cooking at home, trying to cook healthy; but when I'm out, that's a different environment." Male, Higher Education

While the participants came up with many reasons why they eat food in fast food restaurants; such as convenience, time efficiency, affordability, and taste, many also said that fast food is "not about healthy eating." Many respondents believed that it is difficult to maintain a healthy, balanced diet by eating in fast food restaurants, mainly because of the food selection offered. They were convinced, however, that by selecting a salad instead of a hamburger, a grilled chicken sandwich instead of fried chicken, or diet soda instead of regular soda, they could eat more healthy meals.

When probed as to whether it is possible to control the nutritional value of what they eat in a fast food restaurant, many respondents commented that it is not under their control. Only a few group attendees were aware that some fast food restaurants provide leaflets or placemats listing the nutritional values of the food they sell.

- "I have it. It's a little booklet that lists all the foods and all the contents. It's a small folder. That's another option to have it available for somebody who wants to look it up." Male, Higher Education
- "There was one fast food restaurant, and I don't remember which one, the placemat that was on there and their meals listed with grams of fat, calories, carbohydrates for each different meal." Male, Lower Education
- "Right on the menu or do it like Subway, on a napkin." Male, Higher Education
- "You've got your little paper napkin, that type of whatever you want to call it on your tray. A lot of times they put information on a little napkin such as advertising about their specials and everything else. They could just as well put it [nutritional information] on there as well." Male, Lower Education

The participants said that providing nutritional information in fast food restaurants would allow them to make healthier food choices.

- “[If nutritional information were provided] We could make wiser choices when we ate out.” Female, Lower Education

Some suggested that nutritional information should be provided in accessible and visible places, such as on napkins, sandwich wrappers, cups, or menu boards, and be printed in an easy to read way. According to the respondents, information placed on the menu board would aid them with making food selections before their purchase, and nutritional information on a napkin or placemat would have the potential to educate them before future purchases.

- “While I didn’t go by that [placemat containing nutritional information] to make my choice, I did study it while I was eating, and was amazed that what I thought some things might have been healthy were far from it. It was right there in front of you. I thought it was a good thing.” Male, Lower Education
- “If it was on a menu board, it would be something that would be big enough to see, because if it’s that fine-print jargon, who’s going to see it?” Male, Higher Education
- “If it is in a brochure, that might make it too busy for people when they’re running ... the idea would be good, and those who are interested would pick it up.” Female, Lower Education
- “People would like different things listed—carbs, sugars, fiber, fat content, calories. You can’t put that all on a board that you could read it.” Male, Higher Education

B. Fast Food Restaurants: Testing Menu Boards

In order to investigate participants’ reactions to various ways of providing information on fast food restaurant menu boards, the group attendees were presented with realistic mockup images of several menu boards. These mockups referred to a fictional restaurant called, for the purpose of the project, “Bertie’s Burgers,” and consequently, some of the menu items listed on mockup boards had fictional names such as “Bertie Burger” or “Big Bertie Deluxe Burger.”

Baseline Menu (Board A)

The baseline menu presented participants with a realistic mockup image of a menu board reflecting typical menu boards currently used in fast food restaurants.

There were some differences in reactions to this menu board between female and male participants. Most female participants indicated that it is difficult for them to make an informed choice of what food items they would like to eat because no specific nutritional information about these items is included on the menu board. In contrast, most male participants did not care about the healthiness of their selections; therefore, they did not

have a problem with the fact that the menu board they were shown did not provide any nutritional information.

Many female participants said they usually try to select the healthiest food item based on their own perception of the menu items. They said that board A did not provide them with enough information to eat healthy.

- “For instance, here’s an 8-ounce, 1 percent milk. That’s good, okay. But that’s the only thing that’s letting you know that there’s anything healthy up here ... I’m sorry, I missed the grilled chicken.” Female, Lower Education
- “We do try not to eat the fries. We know they dump salt on them, and he [my husband] can’t have salt.” Female, Lower Education

The participants who appeared to be most conscious about healthy eating, both female and male, said that they would choose grilled chicken or a salad since these choices were perceived as being the healthiest on this particular menu. The grilled chicken sandwich was considered healthier than a hamburger, and grilled chicken was considered healthier than fried chicken.

- “I’m trying to behave, so I had grilled chicken Caesar for lunch.” Female, Lower Education
- “Unless I just have a strong desire for a burger, I’m going to look for the healthiest thing because I have to suffer for it if I don’t. I’ll go with a salad.” Female, Lower Education

Some participants said that they try to control the healthiness of food items by selecting small portion sizes, for example, small fries or soda instead of large fries or soda (or selecting diet soda instead of regular soda, in which case size does not matter).

Menu Board with an Asterisk (Board B)

Board B presented group participants with a menu where lower calorie items were labeled with an asterisk placed in front of the names of these items. In the footnote at the bottom of the menu, the asterisk explained that it symbolized “a lower calorie” item. (This menu board was tested in the first two focus groups in Calverton.)

Although most participants considered this menu board to be an improvement over board A, many commented that using asterisks for lower calorie items did not seem very helpful when trying to select healthy food. Many complained that it is not clear what is meant by the phrase “lower calorie.” Many participants often used the term “low calorie” instead of “lower calorie,” because for some of them, “lower” evoked the question “lower than what?”

- “[Board B is] not that helpful. Even if you got to the point where the fast food restaurants would let us know what’s low calorie, we as the consumer would still have to be knowledgeable. Because looking at this, if we take it at face value, and choose these foods that they say are low calorie, they actually aren’t. So we have to be able to look and determine ourselves.” Female, Lower Education

Participants were surprised that a Bertie Burger was classified as a lower calorie item. They considered it quite unbelievable that a hamburger could be labeled as a lower-calorie food.

- “Wow. Bertie Burger is now a low-calorie item. I don’t believe this.” Female, Lower Education
- “This is misleading. Why is a Bertie Burger with cheese low calorie?” Male, Higher Education
- “It’s not telling me how many calories in each burger. That’s the silly thing.” Male, Higher Education
- “We need more information. ... Lower calories than what? Lower calorie than the Big Bertie Deluxe Burger, but we have no idea how many calories the Big Bertie Deluxe has.” Female, Lower Education
- “I think a lot of people are fat and carb smart these days, and this doesn’t cut it.” Female, Lower Education
- “I’d never order the 12-ounce orange juice. I’d go into a diabetic coma. So for them to put this as a lower calorie item?” Female, Lower Education

Menu Board Divided into Segments: Lower Calorie Items Grouped in One Segment (Boards C and D)

Menu boards C and D grouped lower calorie items together. On board C, menu items were divided into two subgroups 1) “Under 200 Calories” and 2) “200–400 Calories.” Menu board D did not make this distinction. (These menu boards were tested only in the first two focus groups, in Calverton.)

The majority of respondents in the Calverton groups considered these menus to be an improvement over board B because, in their opinion, they offered them more precise and specific information by providing caloric categories for lower calorie items. The participants also appreciated that lower calorie items are grouped together in a separate place on the board, making it more convenient and easier to find lower calorie food. A few female attendees pointed out that providing categories instead of exact numbers of calories is a drawback of this menu.

- “It’s better because it’s got the calories. It has how many calories are in these things.” Female, Lower Education
- “It says ‘under 200’ or ‘200–400.’ It could be better, more specific. But at least you know you are in a range.” Female, Lower Education
- “You know what’s kind of crazy is 200 to 400 calories. They should give you the exact number. Like they should put like ‘Bertie Burger, parenthesis, how much exact calories that is.’” Male, Higher Education
- “If they are going to go to the trouble to put 200–400, what’s the 200, what’s the 400? Well, burgers are probably 400, and the chicken is something else.” Female, Lower Education
- “200 and 400, [400] is twice as much as 200. You know, it’s ridiculous.” Male, Higher Education
- “People who are interested in it are going to go here [the lower calories box]. Like today, when I’m going to follow the way I’m supposed to eat, I’d go to this box.” Female, Lower Education
- “I’d probably have to order a salad. Whereas opposed to prior to that, I was going with the deluxe burger.” Female, Lower Education

Menu Board with Calories Listed Next to Each Menu Item (Boards E, F, and g^{*})

Menu boards E, F, and g, which provided the exact number of calories next to each item, were liked by most participants, both female and male. Participants said that providing caloric values for each and every item offered in the menu gave them control over the amounts of calories consumed. However, some respondents commented that including calorie information did not seem more important than including information on fats, carbohydrates, sugar, and sodium content. Some respondents were surprised with the high-calorie content of some items (e.g., garden salad, grilled chicken).

- “I like this one much better, because then I know that I can choose anything on here, and add up the calories and know exactly how much I’m going to be eating.” Female, Lower Education
- “It [providing calories with each item] would probably be a good start. Well, at least it would tell you something, at least this is where it’s right out in your face. It’s not hidden in a corner where I have to look for it or ask for it.” Male, Lower Education
- “These calories would’ve helped me. I’d still get the same thing that I wanted, but then I would know, okay, I’ve had this now, so later on I wouldn’t continue to

^{*} Please note that menu board g (lower-case) and menu board G (upper-case) are different.

pack on what I've already done. I would watch my day for the rest of the day, knowing what I've got here.” Male, Higher Education

- “There is no fat content or anything like that, but it’s the best yet.” Female, Lower Education
- “I don’t care about calories. Lower for me is [lower] carbs; lower for her is [lower] fat. Lower for her is [lower] salt and sugar.” Female, Lower Education
- “I’m still missing some information that would have changed my mind and that is salt content, because salt content affects a lot of food and a lot of people.” Female, Lower Education
- “That would be too much to absorb standing in line. But I’m still back where we were talking about putting it out, either on a napkin or a folder or a brochure.” Female, Lower Education
- “I’m surprised at how can this steak and cheese, which is fried in grease, be only 70 more calories than this low-fat chicken? I can’t believe these numbers are accurate.” Female, Lower Education
- “But I don’t know how much fat content’s in it. It could be like 12 grams of fat [in steak and cheese] where there’s only 5 in the chicken. Then I would probably go for the chicken, because it said low fat.” Female, Lower Education

Menu board g depicted lower calorie items in a red font. A definition stating, “Items that appear in red are considered Lower Calorie,” was placed at the bottom of the board. This menu was presented only to the participants in the first two groups held in Calverton. In general, participants in these groups did not like that menu board g highlighted lower calorie items by using a different color. Many considered this confusing. Moreover, a few mentioned that color-coding of lower-calorie items seemed unnecessary because the menu listed exact number of calories contained in each item.

- “I wish they'd make it all one color. It [the red highlight] just looks like it wants to help you make a choice, or deceive you into making a choice. I don't like this one at all.” Male, Higher Education
- “It's just confusing if you look at the hot fries, small is in red, large is in black. Then if you go down where the sodas, you have small in red and large in red. So, you know, it's like what's the point, you know, of doing it that way? The small soda is supposed to be lower in calories? So what's the point?” Male, Higher Education
- “I don't think it's necessary, because people are going to look at the calorie count anyway. You don't need to put it in red that a Bertie burger is 280, with cheese is

330. I mean, they know that. They know 330's lower than 420.” Female, Lower Education

Menu Board Divided into Segments: Healthier Meal Combos Listed Together (Board H and G)

Menu board H was selected as the most liked menu by many participants, particularly by male respondents. It was appreciated not only because it separated healthier meal combos, but also mainly because these selected healthier meals were defined as having to meet certain criteria not only for calorie content, but also for saturated fat, cholesterol, trans fats, and sodium. Participants perceived these criteria for healthy meals as being broader and providing more information than only the number of calories.

- “Well, I say it pretty well separates it. I don't have to hunt. I can either look over here if I feel like taking care of myself.” Male, Lower Education
- “I think it's a good idea. It would be helpful if you wanted to actually start cutting back.” Male, Lower Education
- “It's right there in front of you. You don't have to hunt for it. It's broken down into section. You've got better choices. Like you had cheeseburger with a garden salad and a small soda, which actually has less calories than everything else. Higher Education, Male
- “It’s convenient, it lumps your calories.” Female, Lower Education
- “I don’t think it’s necessary for you to know how much [calories are in items outside of the ‘lower calories menu’], because you already know you’re blowing it. Whereas the healthier meal combo got how many calories and you don’t have to count back and forth. It’s all right there for you. So I like that a lot.” Female, Lower Education
- “It’s just user-friendly. So let’s say I want a number 11, because you know you have 700 calories left for the day.” Female, Lower Education
- “Well, I like the amount of calories right next to the item, rather than reading here and then having to go over there [box with healthy choices] and check it.” Female, Lower Education
- “I would say that the majority of people are going to walk in and they are going to order from here [healthy meal combos].” Female, Lower Education

Many participants pointed out that this menu would be even more useful to them if nutritional information was provided for each food item included in a “combo,” instead of providing information for the entire meal combination.

- “MODERATOR: Would you change anything here?
A PARTICIPANT: You'd break out the combo like he was talking about.” Male,
Higher Education

Most groups were shown a similar menu board (labeled menu board G) with a symbol of a keyhole placed next to the healthy meal combos. As on the menu board listing healthier meal combos, the meals with the keyhole symbol were defined at the bottom of the menu board as having to meet criteria for calorie content, saturated fat, cholesterol, trans fats, and sodium. Many participants, especially males, liked the use of a symbol. They believed it would make their selection of healthy food easier and more convenient.

- “This would be a better idea though, because I wouldn’t sit down and start adding up all the calories. But if you’ve got a little sign next to the meal, and it’s telling me it’s got one-third less of everything.” Male, Lower Education
- “[The symbol] Makes it simple for people to recognize healthier combo.” Male, Higher Education
- “It'd be a lot of help. So I don't have to try to read the whole thing going, ‘okay, now I know what's healthy.’” Male, Higher Education

Some participants voiced the concern that in order to use a symbol for healthy meals, they would have to be educated about the specific nutritional standards that healthy meal combos are required to meet and convinced that these standards would be consistent in all fast food restaurants.

IV. Food Labels

A. Behaviors and Attitudes Toward the Nutrition Facts Panel

General Comments

Overall, female participants reported checking the Nutrition Facts Panel (NFP) on food labels more often than males. This was not true, however, with all participants; there were some male respondents who said that they regularly check NFPs and a few female respondents who said that they never read NFPs.

Making Use of NFP Information

Participants most often mentioned the following reasons for checking NFP information on packaged food: 1) a weight-loss diet; 2) a health condition, such as diabetes or heart problems; and 3) a desire to eat healthy.

- “It’s guiding us to make choices, really.” Female, Higher Education

Many female participants in all groups said that either they were currently on some kind of a weight-loss diet or had been in the past. The most frequently mentioned diets were Atkins and Weight Watchers. Some participants, even though they were not implementing any particular diet plan, said that they try to avoid fats or carbohydrates in order to lose or maintain weight. Being on a diet, according to the respondents, requires controlling the intake of certain nutrients; this is why they often need to check NFPs for the nutritional content of foods they eat. The participants pointed out that different diet plans require them to control the intake of different nutrients; therefore, some would pay attention to the amount of fat or carbohydrates they eat, and some would count calories.

- “I had read the Atkins book, and then after reading that, it’s like, I pretty much only look at carbs now. I used to look at fat grams.” Female, Higher Education
- “You ate waffles or cereal for breakfast, and it had like 25 grams of carbs. So do you keep the 25 grams in your mind if I’m following the diet.” Female, Higher Education
- “Typically, I don’t. But mentally, I know that okay, this is a lot of carbs for the day right here at the start of the day. You know?” Female, Higher Education
- “I’m on Weight Watchers, supposedly, if I eat at home every night. But they give you a chart. And it just tells you how many grams you’re allowed, how many points you’re allowed a day. And you’re allowed a certain amount of points for your weight, and you don’t go over it if you want to lose weight.” Female, Higher Education

- “Even with the Weight Watchers meals or whatever, some of them are three something and some of them are two something. I’m going to go for the one that’s less calories and maybe less sodium and less saturated fat. That all adds up. I really should have my little chart with me and look at everything.” Female, Higher Education
- “One week you’re into Atkins, the other week Weight Watchers sounds good. You know, whatever you can stick by. So you’re doing those techniques and you just try your hardest to eat the best way.” Female, Higher Education

Some participants, both female and male, examine NFPs because they themselves or someone in their family has a health condition such as diabetes or heart problems; therefore, they are not consuming or exceeding certain categories of foods (e.g., they avoid saturated fats or sugar). Some participants said that they read NFPs just for the sake of eating healthy.

- “I have to read the labels because my husband is diabetic. I do read the labels to see how much sugar and how much carbohydrates are in the labels. And that often determines [what I buy].” Female, Higher Education

As the participants mentioned these various reasons for checking NFPs, such as being on a weight-loss diet, having a health condition, or trying to stay healthy, it was observed that they were interested in different parts of an NFP. For example, some respondents said that they usually check calorie content, and some said that they check carbohydrates, fats, or sodium in order to control the intake of these nutrients. Furthermore, some of the participants said that they primarily pay attention to protein, fiber, vitamins, and minerals, as they consider them desirable.

- “In carbs and sodium, I just look to see if it’s not like way over the top or something like that. Basically, that’s my biggest concern.” Female, Higher Education
- “I’d like to know what the protein level is and the carbohydrate level, and with the Atkins thing and all, yeah, that’s kind of critical now.” Male, Higher Education
- “I read the labels because I am on a low carbohydrate, low sugar diet. And so, I read the labels to check the fiber content, the carb content, the sugar content. But then once I’ve read the labels and I know that it’s nutritious for me, I just keep going to the same one every time.” Female, Lower Education
- “I do look at the content of calcium, the vitamins and the iron and all of that. I look at those percentages.” Female, Lower Education

The most common way participants said they use NFPs when selecting foods in a supermarket is for comparing NFP numbers on the same (or similar) types of food (e.g.,

comparing the nutritional value of different brands of cereal or yogurt, or different kind of beverages).

- “You’re comparing two boxes. I have box A, say I’ve got Grape Nuts and box B might be Cheerios. And Cheerios might be 75 and this one is 220. I’m like well, that one’s no good.” Female, Higher Education
- “You compare within the food item that you’re looking at. You’re looking for what you feel is the healthiest for your family. Best in class, you know. I’m not comparing mashed potatoes to cereal because one is for one meal, one is for another. So it’s within the food groups.” Female, Higher Education

Grams Versus Percent Daily Values

Even though the majority of participants, both female and male, said that they use NFPs primarily by looking at the gram amounts of nutrients, some of them did not know how to interpret these gram amounts of nutrients. Some respondents appeared not to know what gram amounts would be desirable versus how many would be too much or too little.

- “How many people actually know how many grams or sodium they’re supposed to have a day and how many grams of sugar they’re supposed to have? That’s the question.” Male, Lower Education
- “Unless you really studied it and you’re following a really strict diet or something, most people don’t know how many grams of sodium they’re supposed to be having in a day, or calories for that matter, or any of that stuff.” Male, Lower Education

Only a few respondents in all eight groups spontaneously commented that they make use of percent daily value (%DV) information. Among those who said they did not check %DV, many were also not able to comprehend how to use them.

- “I don’t ever look at it [%DV].” Female, Higher Education
- “I don’t do the percentage much either. I will notice it if it’s high, but normally, I’ll just look at the amounts.” Female, Higher Education
- “If you’re following a diet, whether it be Atkins or Weight Watchers or counting calories or whatever, you’re adding them up on your own.” Female, Higher Education
- “It depends what you’re looking at, too. Like on a muffin, I wouldn’t look at the percent, but on orange juice, I’ll always look to see the percent of the vitamin C. So I think it depends on what you’re looking at, too.” Female, Higher Education

A few respondents pointed out that providing %DV based on a 2,000-calorie intake per day may not be relevant to everyone; for example, according to the participants, men may need more calories than women, and less active people may need fewer calories than those who participate in physical activities.

- “I might be going to the gym and lifting weights and training for some kind of athletic event, and I could be eating 2,000 calories a day. Whereas, Sandy might be going to Weight Watchers, and she might be on 1,200 calories.” Female, Higher Education

Participants’ Understanding of Serving Sizes

It could be concluded from most participants’ comments that they understand a serving size as a recommended portion size, not a standardized unit of measurement. Many respondents said that typical serving sizes, as a recommended portion, are unrealistic and pointed out that some people need to eat different amounts, depending on their age, body type, and lifestyle.

Respondents had a hard time identifying what serving size means, how it should be used, and why some foods that are evidently packaged as a one-person portion contain more than one serving.

- “Not uniform serving sizes [are difficult with NFPs]. Sometimes the serving is three cookies, sometimes it’s one cookie.” Female, Higher Education
- “A guy who weighs 200 pounds, he’s not going to eat a half a cup of cereal. It’s like a one serving size fits all. And I don’t think that’s appropriate. So if stuff was uniform it would be a lot easier.” Female, Higher Education
- “Do it by weight. Now it is really confusing. Because they’ll use different measurements within the same product and you’re trying to figure out how big the serving is, how many servings there are within the container, how much percentage is fat, you know, saturated and all this stuff.” Female, Higher Education

B. Evaluation of Proposed Formats for NFPs

For investigating participants' reactions to various ways of providing information on NFPs, group attendees were presented with realistic mockups of a two-serving muffin in a plastic wrapper and a 20-ounce soda bottle (baseline design), as well as six different designs of NFP proposals for a muffin and a soda.

“Soda” Baseline Design

The respondents' spontaneous reactions to the soda baseline design revealed that the majority of participants, in both male and female groups, felt misled and confused by this NFP. The confusion was caused by the fact that the label indicated that this packaging contains two and a half servings while respondents considered this packaging to be a one-serving drink. Almost all participants thought that this bottle of soda was intended for one person at one time.

Many of the participants felt misled by the fact that all NFP values (e.g., amounts of calories, sodium, and carbohydrates) referred to a serving size, whereas they were initially under the impression that those numbers applied to the whole bottle. Even when the participants were aware that the presented soda packaging contained two and a half servings they still mistook the numbers on the NFP for the amounts referring the entire soda. The participants said that making such an assumption in real-life would result in being misinformed as to what amounts of ingredients they consume.

- “I think they're confusing. You think that it [soda] aren't that bad, unless you look at it closely. And then you look up and you see you've got to multiply by 2 1/2 on everything.” Male, Lower Education
- “Make them multiply unless you're getting into bigger sizes, pretty much someone is going to eat or drink the whole thing.” Male, Lower Education
- “To me, a bottle like this should be one serving instead of two and a half. Tell me what's in this bottle.” Female, Higher Education
- “If I'm going to buy something this size, I'm going to drink the whole thing in one setting. That would be my rule of thumb.” Female, Higher Education
- “I said I think they do the two and a half serving thing just so they can put 110 calories on this. Who's going to drink this two and a half times a day? I mean, one bottle, it's kind of ridiculous.” Male, Higher Education
- “So actually, if you drink this whole bottle, you're getting 62. Because that's 31 grams of carbohydrates per serving, well more, because it's 2.5 servings in here. So that's like through the roof.” Female, Higher Education

- “I went right to carbohydrates and then I looked at the sugars. I would probably have not even realized that there was 2.5 servings in this.” Female, Higher Education
- “It [label] should make really obvious what the total is, not only within the serving, but within the whole container.” Female, Higher Education

“Muffin” Baseline Design

Participants made a similar assumption in relation to the muffin baseline design as with the soda package. The majority of participants considered this single, wrapped muffin to be a one-person portion, and as such, they felt misled by the NFP information, which provided amounts of nutrients for “half a muffin.”

- “Why would you give half a muffin as a serving size?” Female, Higher Education
- “This is a single package, so conceptually, it’s a single serving. Because traditionally, cupcakes, muffins, and things like that are a single-serving item. A pie is traditionally or culturally meant to be shared.” Female, Higher Education
- “A PARTICIPANT: It’s misleading. Now you have to do mathematics.
MODERATOR: But why would someone want to mislead people?
A PARTICIPANT: So you'll eat their product. So you won't know there's so much fat and so much other stuff with it.” Male, Lower Education

Design 1

Design 1 for the muffin and the soda NFPs shown to the participants was quite similar to the baseline design; the main difference was that instead of the phrase “Serving per Container,” this label included the expression “Amount per 1/2 Muffin Serving.” This design also had a relatively bigger font size for calories, as well as %DV for calories.

When asked for comments on design 1, the respondents did not comment on the fact that calories and %DV for calories were set in bigger font size.

The participants also did not voice a strong preference on whether the first or the second phrase is more appropriate to be placed on an NFP. Some participants preferred the first phrase, and some favored the second one. Many said that they were already used to the phrase “Serving per Container.” Additionally, among the respondents’ comments, the most prevalent ones emphasized that “Serving per Container” is simpler and clearer than “Amount per 1/2 Muffin Serving,” but on the other hand, some respondents pointed out that “Amount per 1/2 Muffin Serving” seems to put emphasis on the fact that the amounts provided in an NFP relate to just a part of the product, not to the whole package.

- “I think serving size has always been what’s used. So that’s what I understand.” Male, Higher Education
- “It [Amount per 1/2 Muffin Serving] is more confusing because of the familiarity with serving size, but to me it makes more sense because it tells us, now, everything below here is only for half a muffin.” Female, Higher Education
- “I think half muffin is just misleading. Amount per half muffin serving is just more confusing to me, more wordy.” Male, Lower Education
- “I like serving size, I don’t like [the one] for half muffin, because I like serving size the way it is. I’ve seen that forever.” Female, Lower Education
- “I think [Amount per 1/2 Muffin Serving] is a little bit clearer. Kind of accentuates the 57 grams you know, per half muffin.” Female, Higher Education
- “That [Amount per 1/2 Muffin Serving] just makes me have to think too much there.” Female, Higher Education

Design 2

Design 2 provided the amounts of nutrients for the contents of the entire package in addition to the nutrient amounts per serving size. In the first four groups, respondents were shown the preliminary version of this design where only %DV values were calculated for the entire package. The subsequent four groups were shown the modified version of this design with both grams and %DV values calculated for the whole package. This modification was implemented because many respondents in the first four groups said that they use gram amounts more often than %DV values.

- “This is a little bit better [than the current nutrition label]. I could just do without the percentage values.” Female, Higher Education

Overall, design 2, with and without the gram amounts, received very favorable opinions from respondents in all the groups. The participants perceived this design as being more “honest” to consumers than the baseline design because it provided the amounts of nutrients for the whole package. Additionally, the participants appreciated that design 2 eliminated their need to calculate the amount of nutrients for the entire package.

- “I like that very much. They are doing the math for you.” Female, Higher Education
- “It almost makes you feel like they’re being more honest with you.” Female, Higher Education
- “I don’t need to know about half a muffin.” Male, Higher Education

- “I prefer as much information in front of me as I could possibly get. If that means that the manufacturer is going to do the mathematics for me, okay.” Male, Higher Education

It is important to note that design 2 influenced the participants’ perception of the healthiness of the product. After seeing design 2, they commented that the muffin and soda seemed to contain even higher levels of nutrients they considered undesirable, such as fat, carbohydrates and sodium.

- “The thing that rings bells with me is that this is a third of my fat intake.” Female, Higher Education
- “All the numbers are too high.” Female, Higher Education

One drawback mentioned by some participants is that including an additional column on the NFP might lead to smaller font size and reduced legibility. Others said that having additional columns of figures could cause information clutter.

- “The more information you put on it, they’re going to squeeze it down. It’s going to be harder to read.” Male, Lower Education

Design 3

Design 3 was similar to the baseline design (providing only amounts per serving), except that it included a starburst with the amount of calories per serving placed on the front of the label (tested in the first four groups). In the middle of the project the design was modified. The remaining groups were shown a white box with the amount of calories for the entire package.

The respondents who saw a starburst with the amount of calories per serving felt misled because they thought it was the amount of calories for the entire package.

- “That’s really deceptive. In the front, you are saying ‘Hey, you know, that’s 210 calories per serving.’ But on the back, you’re saying a muffin’s only half a serving.” Male, Higher Education

For the groups that were shown the design with a white box with calories per whole packaging, respondents’ reactions were more positive. Many participants, especially males, appreciated this design, as they perceived it as “attention grabbing,” “universal,” and “quick to process” because it showed the amount of calories on a visible place of the label.

Although those participants who liked design 3 believed that information about calories is commonly understood and widely used, some said that providing calories for the whole packaging does not seem as important as having information on, for instance, carbohydrates or fats, depending on one’s particular needs.

- “It’s a snapshot. If I’m snatching this off the counter at a 7-Eleven, I’m going to go oh, okay, whoa. I can make a quick decision without even turning it over.” Female, Higher Education
- “It’s good if you’re counting calories. You just see it on the front, and you’re like no wait, that’s way far out of my league.” Female, Higher Education
- “Calories to me are fairly universal.” Female, Higher Education
- “I think that’s a good idea. Like they said, if you’re going to grab it, you see it right off the bat [white box], and then if you want the rest of it, you can go to the rest of the label.” Female, Higher Education
- “It’s right there on the front [white box]. And I think that’s kind of a good way because they’re single-serving items as opposed to five, which is a bigger item. I think on the single-serving items, to have the calories right on the front is a good idea.” Male, Lower Education

Those respondents who did not like this label pointed out that consumers are already used to having nutritional information in NFPs at the back of the packaging and therefore would not be aware that information on calories is available on the front of the package.

- “Who’s going to see that [starburst], really? Everybody automatically looks for the little white chart. I mean, if that became like standard packaging for everything, I would know to look for it.” Female, Higher Education

Design 4

Design 4 depicted an image of an NFP for crackers indicating that the package contains seven servings of 32 crackers each. Additionally, this label’s NFP included a footnote in the lower part. This footnote provided nutritional information for two measures: daily intakes of 2,000 and 2,500 calories. Only some participants, mostly female, valued this additional information provided by design 4. However, most considered it hard to understand and unnecessary. (This design was shown in six groups, excluding the first two groups in Calverton.)

- “I just look at it and it seems so like confusing, I just wouldn’t even try to figure it out.” Female, Higher Education
- “It’s understandable, but it’s almost too much here.” Female, Higher Education
- “That’s too much to read. I mean, if you’re in the grocery store looking at a couple of boxes of crackers, you know you’ve got ... you need 3 hours to do your grocery shopping if you’re going to do all that.” Female, Higher Education

For this multiserving package, most participants, except a few males in the Philadelphia group deemed it unnecessary to provide nutrient amounts for the whole package. The participants agreed that when it comes to multiserving products, it is appropriate to provide the amounts of nutrients per serving without including the amounts of nutrients for the whole package.

- “Moderator: But no one has a problem with the servings here.
A participant: That's what you get in a big box like that. I mean you expect it. You can't avoid the amount [per serving]. You know?
Moderator: So with the bigger packaging it's okay?
A participant: Yeah. I think everyone expects it [amounts per serving] with the bigger packaging.” Male, Lower Education
- “If you're watching TV, I'll sit there and finish the whole box of those. They ought to just put the whole calories in the whole box.” Male, Lower Education
- “You're talking bulk versus single serve. If it's a single serve, I want it all broke down for that individual package. If it's bulk, you might as well give me the whole thing, because I'm not going to say to my kids: ‘You can only have seven...I'm not going to go ‘One-two-three-four-five-six-seven-eight,’ and all the way to 32 for each kid.” Male, Lower Education

Lasagna Designs

Participants in San Antonio, Texas, and the suburbs of Chicago, Illinois, were also shown two printed images of lasagna packaging. The labels on both packages indicated four-servings per box.

Design 6: Regular Meat Lasagna

In relation to this design, many participants pointed out the issue of unrealistic serving sizes. They believed that an adult would typically consume more than one serving for a meal.

- “MODERATOR: How much of this lasagna would you eat? Would you eat half of it, quarter of it, the whole one?
A PARTICIPANT: I'd probably eat half. That's just not a lot. Two cups.” Female, Lower Education
- “This is definitely a two-serving product. I can tell you right now that my husband would not be happy with one quarter of this.” Female, Higher Education
- “The sodium level is killer. Saturated fat is also bad.” Female, Higher Education

Participants' comments also indicated that the same conclusion could be drawn from their real life experience, they said that serving sizes are often not realistic and that the amount of one serving is typically less than what they would eat.

- “Well, most people don't realize, like, you know, the 99 cent bag of chips at the ice house is two or three servings, you know, and people are consuming it in one sitting.” Male, Higher Education

Design 5: Healthy Meat Lasagna

Design 5, for healthy meat lasagna, had a different nutrient profile than the regular meat lasagna. This design depicted a product that met the FDA guidelines for being labeled as “healthy.” The healthy meat lasagna design included a keyhole symbol placed at the bottom of the front label.

Many participants, especially males, liked the use of a keyhole symbol; they said that this symbol has the potential for becoming helpful and convenient to consumers in identifying healthy food choices while shopping in a hurry. If the symbol is consistent in its meaning and consumers are educated as to what the symbol means, then some believed that such a symbol would be useful.

- “The FDA has healthy meal guidelines based on a serving size of 1 cup, which is approximately one quarter of this product. But the concept here is that I’m not thinking along the serving size of 1 cup.” Female, Higher Education
- “Yes, [the symbol would be helpful] within the guidelines. Unfortunately it’s only for a quarter of the size of the package. When you go about supersizing it’s not very helpful.” Female, Higher Education
- “Five [is my favorite] because of the symbol. If that’s what they’re going to make as a standard for healthy foods.” Male, Higher Education
- “Just to know that it is a little bit healthier for you to eat and so it’s a little easier just to go for it. It’s all about the time again.” Male, Higher Education
- “It’s got lower sodium and less fat. But for me, the carbs are still high.” Female, Higher Education

C. Evaluation of Messages

Respondents were initially presented with seven different messages aimed at reminding people to look at an NFP and focus on certain information to help them make educated food choices. The eighth message was added for testing in the middle of the project, and it was composed by one of the female group participants in the suburbs of Philadelphia, Pennsylvania.

In all, respondents, both male and female, seemed to like message 1 most: “Read it before you eat it! Look at the Nutrition Facts Label.”

Also very popular was message 5: “If you read labels for things you put on your body, why wouldn’t you read labels for what you put in your body.” However, many respondents stated that it would target women or teenagers who were conscious of looking their best.

Other moderately well liked messages were messages 4, 8, and 2. More male than female participants liked message 4: “What you eat is what you are—Always read the Nutrition Facts Label.”

The least liked messages were messages 7, 6, and 3.

The exact text of the eight messages and some of the comments regarding them are as follows.

1. Read it before you eat it! Look at the Nutrition Facts Label.

- “I like that one. It’s kind of catchy.” Female, Lower Education
- “I think it’s boring.” Male, Higher Education
- “[It lets you know] That it’s your responsibility to look at what you’re eating.” Female, Higher Education
- “I like one because it just builds awareness and lets people know to read it and figure out what they’re looking for.” Female, Higher Education

2. Calories count—Know the amount. Look at the Nutrition Facts Label.

- “It depends on what you’re looking for. I don’t look at calories too much anymore. I’m looking for other specific things.” Female, Higher Education
- “There’s a lot more than just reading calories.” Female, Higher Education
- “The only thing I like about calories counted is because for a while, they were saying that it was always fat. Watch your fat.” Female, Higher Education

3. Look at the serving size—Compare what you actually eat to the serving on the Nutrition Facts Label.

(This label was liked more by men than women.)

- “It’s a good secondary message. I think it’s important to pay attention to the serving size because it’s so misleading.” Male, Higher Education

- “I like that, too. And I think it goes well with number one.” Female, Higher Education
- “Kind of put those two things together [number one and number three]. It’s kind of telling people ‘it’s your responsibility.’” Female, Lower Education

4. What you eat is what you are—Always read the Nutrition Facts Label.

- “It’s a turn of phrase on the old ‘you are what you eat.’” Female, Higher Education
- “I don’t like that. It makes me think like if I want to eat a hot dog, I’m a hot dog.” Female, Higher Education
- “It’s like, if I choose certain foods, I’m a better person for it?” Female, Higher Education
- “I hear it’s like if I eat something and it’s high in fat, then that’s what I’m going to be is high fat.” Female, Higher Education

5. If you read labels for things you put on your body, why wouldn’t you read labels for what you put in your body?

- “Only women would get that one. It just shows that you should care and to remind people to care. But my husband and son could care less, really.” Female, Higher Education
- “Kind of narcissistic, like somebody who is looking for fancy labels of clothing or something.” Male, Higher Education

6. The Nutrition Facts Label—Read it again for the first time.

- “I like six because it’s fast and you think oh, well maybe they’ve changed them.” Female, Higher Education

7. Look at the Nutrition Facts Label—5%DV or less is low, 20%DV or more is high.

- “I’m the percentage queen, and yet I didn’t like this one really. Because it sends a confusing message as high is good, maybe sometimes. If I’m looking at a product that has high calcium, that’s a good thing if I’m getting 80 percent calcium.” Female, Higher Education
- “I was just thinking that for people who don’t really understand it that would be a guideline. But I didn’t think it would be true with vitamin C. You know, orange juice, that would be bad if it only had 5 percent.” Female, Higher Education
- “There’s low good and there’s low bad.” Female, Higher Education

8. Read the label before you put it on your table.

- “I think that’s great, because it makes people think about feeding their families or feeding their kids.” Female, Higher Education
- “It doesn’t have any meaning to me.” Female, Lower Education

V. Conclusions

The focus group discussions conducted for this project revolved around two topic areas related to assisting consumers with making educated choices while selecting food:

- 1) Proposed formats to present nutritional information on menu boards at fast food restaurants
- 2) Proposed modifications to the Nutrition Facts Panel and principal display panel on packaged foods labels.

Menu Boards at Restaurants

The research findings demonstrate the participants believed that providing nutritional information in fast food restaurants would allow them to make healthier food choices. Even before being presented with mock-ups of menu boards with nutritional information of food items and meals, some spontaneously suggested that restaurants should provide such information to consumers in accessible and visible places. Moreover, after seeing proposed menu boards using several methods to provide nutritional information, most respondents, including some who were skeptical at first, stated that informing them about nutritional value of food in restaurants would be beneficial and could assist them in selecting healthier food items if and when they wanted to eat healthier.

For many participants, the preferred method of presenting nutritional information on menu boards was the one used in menu board H. Menu board H provided a distinct group of healthier meal combinations (“combos”) in a separate box adjacent to a list of other possible “combos.” The participants appreciated this menu board because it made the healthier food choices more easily noticeable. Also, participants liked that the selected healthy meals met nutrition criteria in addition to calorie content (e.g., levels of saturated fat, cholesterol, sodium and trans-fat). Many participants pointed out that this menu would be even more useful to them if nutritional information was provided for each food item included in a “combo,” instead of providing information for the entire meal combination.

The participants in Philadelphia, San Antonio, and Chicago were presented with a similar menu board that depicted healthy choices by placing a keyhole symbol to the left of each healthy meal combination. Many participants in these groups, especially males, stated that the use of a keyhole symbol was an easy and convenient way of assisting them to select healthier food.

The respondents also liked those menu boards that listed calorie content for each and every item on the menu (board E and F). They reasoned that this way of providing nutritional information gave the consumer control over the amounts of calories consumed.

The most common drawback of providing the amount of calories for every menu item was that this information was perceived by the participants as being one-dimensional and not meeting everyone's needs. Many respondents said they would like to know the amounts of carbohydrates, fats or sodium of the food served in restaurants. The majority of respondents stated that including more than one nutritional information item for each menu item would cause the board to look cluttered and, would be difficult to read.

Packaged Food Labels

For many participants, packaged food labels are an important source of information about nutritional value of packaged foods. Participants specifically pointed out the Nutrition Fact Panels (NFPs) as providing them with such information. Respondents check NFPs for various reasons (e.g., weight-loss or weight-maintenance diets, health conditions that limit dietary choices, a desire to eat healthy).

Most participants seemed to use the column on the NFP displaying the nutrient amounts in grams rather than the one listing daily nutritional value percentages. While not many people knew how many grams of certain nutrients were desirable, they reported using gram amounts of nutrients when they compared between products from the same or similar category of foods.

When discussing serving sizes, participants made it clear that they understood serving size as a recommended portion size rather than a standardized measurement unit for packaged foods. The participants commented that certain packages suggest that the contents were intended as a single serving when, in fact, the packages contained multiple servings according to the NFP. Many respondents felt misled and confused by the fact that a muffin and a soda seemingly packaged for consumption by one person in a single sitting was labeled as containing more than one serving. In such cases, some participants reported underestimating the amount of nutrients in the soda and muffin.

The participants demonstrated a different mindset toward interpreting serving size when using big, multiserving packages such as a box of cereal. Almost no one voiced any concerns that these big packages provide amounts per serving and do not list amounts for the entire package. As a male in Chicago said, "I think everyone expects it [amount per serving, not per package] with the bigger packaging."

Most respondents preferred label design 2 during the group discussions. This design provided the amounts of nutrients (both grams and percent daily values) for the contents of the entire package in addition to the nutrient amounts per serving size. Especially for products packaged to suggest a single serving (e.g. soda and muffins) the respondents perceived the listing of the amounts of nutrients for the entire multiserving package as being "honest" and eliminating the need for calculating the amount of nutrients on their own. Providing nutrient amounts for the whole package also seemed to eliminate the possibility of miscalculating the amounts consumed or forgetting to calculate the amounts altogether. Participants observed that label design 2's potential drawback was that the extra nutritional information columns could clutter the label. In general, respondents

preferred to have more nutrition information; however, they were unsure how to present it most effectively.

Many participants liked the use of a keyhole symbol on a product's label. They said that this symbol has the potential for becoming helpful and convenient to consumers in identifying healthy food choices quickly while shopping. If consumers are educated as to what the symbol means and the symbol is consistent in its meaning, participants believed that such a symbol would be useful.

Appendix A

Participant Screener

**Restaurant Food Labeling Focus Groups
Participant Screener
November/December 2003**

Recruiting Goals

- Two groups in each location [Please, see the table below for specifications at your location.]

In each location the criteria are the following:

- One group with **males**.
One group with **females**.
- One group with **higher education** participants.
One group with **lower education** participants.
- Each group will have a mix of race/ethnicity reflective of the population in the area.
- Ages 18 and over (a range of different ages in each group).
- All participants must be able to read, understand and speak English.
- All participants must have grocery shopped for food within the past month.
- All participants must have eaten food from a fast food restaurant within the past month.
- Participants cannot have participated in a focus group or a similar study in the past **year**.
Participation in phone surveys is allowable.
- 12 recruits per group in order to get 8-10 to participate
- Participants will receive \$60 stipends.

Focus Group Schedule

	Date & Time	Location	Education	Gender
Group I	November 19, 6:00 p.m.	Calverton, MD	Lower education	Females
Group II	November 19, 8:00 p.m.	Calverton, MD	Higher education	Males
Group III	November 24, 6:00 p.m.	Philadelphia, PA	Higher education	Females
Group IV	November 24, 8:00 p.m.	Philadelphia, PA	Lower education	Males
Group V	December 4, 6:00 p.m.	San Antonio, TX	Lower education	Females
Group VI	December 4, 8:00 p.m.	San Antonio, TX	Higher education	Males
Group VII	December 11, 6:00 p.m.	Chicago, IL	Higher education	Females
Group VIII	December 11, 8:00 p.m.	Chicago, IL	Lower education	Males

Participant Screener for Focus Groups

Hello Mr./Ms. _____, my name is _____ and I'm calling about a market research study in your area. We are recruiting for an upcoming focus group in which participants will be asked to share their thoughts and feelings about food product.

Would you mind answering a few questions?

Screening Questions

Q1. Do you or someone from your immediate family work for any of the following:

- | | |
|---|---|
| <input type="checkbox"/> Market Research Firm | → eliminate [thank respondent politely] |
| <input type="checkbox"/> The Food and Drug Administration | → eliminate [thank respondent politely] |
| <input type="checkbox"/> US Department of Agriculture | → eliminate [thank respondent politely] |
| <input type="checkbox"/> State or Local Food Agency | → eliminate [thank respondent politely] |
| <input type="checkbox"/> Food Industry or Food Retailer | → eliminate [thank respondent politely] |
| <input type="checkbox"/> Any type of restaurant | → eliminate [thank respondent politely] |

Q2. Have you participated in a focus group within the past year?

[Interviewer: participation in telephone surveys is allowable]

- | | |
|------------------------------|---|
| <input type="checkbox"/> Yes | → eliminate [thank respondent politely] |
| <input type="checkbox"/> No | → continue |

Q3. Do you do grocery shopping for yourself or for your household?

- | | |
|------------------------------|---|
| <input type="checkbox"/> Yes | → continue |
| <input type="checkbox"/> No | → eliminate [thank respondent politely] |

Q3a. How often do you grocery shop for yourself or for your household?

- | |
|--|
| <input type="checkbox"/> [Specify] _____ |
|--|

Q4. When was the last time you went grocery shopping?

- | | |
|---|-------------|
| <input type="checkbox"/> Less than one week ago | → continue |
| <input type="checkbox"/> Less than one month ago (but more than week ago) | → continue |
| <input type="checkbox"/> More than one month ago | → eliminate |

Q5. Do you eat food from fast food or quick service restaurants?

[Note: this includes traditional fast food places such as McDonalds, Burger King, Subway, etc., but also chain restaurants where you order from a menu board such as Cosi Sandwich, Panera Bread, Chipotle, etc.]

- | | |
|------------------------------|---|
| <input type="checkbox"/> Yes | → continue |
| <input type="checkbox"/> No | → eliminate [thank respondent politely] |

Q5a. How often do you eat food from fast food/quick service restaurants?

☐ [Specify] _____

Q6. When was the last time you had food from a fast food or quick service restaurant?

- ☐ Less than one week ago → continue
- ☐ Less than one month ago (but more than week ago) → continue
- ☐ More than one month ago → eliminate

Demographic Questions

Q7. Determine gender

- ☐ Male
- ☐ Female

Q8. I am going to read some age categories --- could you please tell me in which category your age falls?

- ☐ Under 18 years old → eliminate [thank respondent politely]
- ☐ 18-45 → continue
- ☐ 45 and over → continue

Q8a. What is your age exactly?

☐ [Specify] _____

[Recruiter: Try to recruit 50% of 18-45 years old, and the remaining 50% of 45 years old and over.]

Q9. What is the highest level of education that you have completed?

- ☐ Less than high school → lower education group
 - ☐ High school grad or GED → lower education group
 - ☐ Technical/vocational school → lower education group
 - ☐ Community college → lower education group
-
- ☐ Some college (1-3 years towards Bachelor's degree) → higher education group
 - ☐ College (Bachelor's degree) → higher education group
 - ☐ Advanced degree (Master's or Ph.D.) → higher education group

Q10. What is your ethnic background?

- ☐ White, not Hispanic or Latino Origin
- ☐ Black or African American
- ☐ Hispanic or Latino
- ☐ American Indian or Alaska Native
- ☐ Asian
- ☐ Native Hawaiian or Pacific Islander
- ☐ Other [Specify] _____
- ☐ Refused

We would like to invite you to participate in a focus group to discuss issues relating to food products with 8 other participants. The discussion will last approximately two hours. Your participation and everything you say during the discussion will remain anonymous and confidential. You will receive \$60 cash for your time. Additionally we will serve you [insert type of food served] before the group discussion will start.

- ☐ Yes -> continue
- ☐ No -> [Thank the person for his/her time]

I'm glad that you will be able to join us! The focus group will take place on (Day), (Date), at [6:00 or 8:00 p.m.] at [site location].

Focus Group Schedule

	Date & Time	Location	Education	Gender
Group I	November 6, 6:00 p.m.	Calverton, MD	Higher education	Males
Group II	November 6, 8:00 p.m.	Calverton, MD	Lower education	Females
Group III	November 12, 6:00 p.m.	Chicago	Lower education	Males
Group IV	November 12, 8:00 p.m.	Chicago	Higher education	Females
Group V	November 24, 6:00 p.m.	Philadelphia	Lower education	Males
Group VI	November 24, 8:00 p.m.	Philadelphia	Higher education	Females
Group VII	December 4, 6:00 p.m.	San Antonio	Higher education	Males
Group VIII	December 4, 8:00 p.m.	San Antonio	Lower education	Females

Will you be available to participate at this time?

- ☐ Yes
- ☐ No -> [Thank the person for his/her time]

I would like to send you a confirmation letter and directions to the facility. In order to do so, could you please tell me your mailing address (or fax number) and a phone number where you can be reached:

Name: _____
 Address: _____
 City: _____ State: _____ Zip: _____
 Phone: _____
 Email: _____
 Date of focus group: _____ Time: _____

We are only inviting a few people, so it is very important that you notify us as soon as possible if for some reason you are unable to attend. Please call [recruiter] at [telephone number] if this should happen. We look forward to seeing you on [date] at [time]. If you use reading glasses, please bring them with you to the focus group.

Appendix B

Moderator's Guide

Restaurant and Food Labeling Focus Groups
Moderator's Guide
11-10-03

I. Opening remarks: Introduction and Rules, Ice Breaker

Thank you for being here tonight. During this group, we'll be talking about your food choices for different eating occasions.

Before we start, let's go around the room and introduce ourselves. Tell us just your first name, and how often you shop for food and how often you eat at fast food restaurants. Tell us how many people live in your household and how many people live in your household.

II. Introduction: Food Choices

As I mentioned before, tonight we are going to discuss how you make food choices.

- What are the most important factors that help you choose what foods to buy?
- What about choosing between brands of the same type of food for example between different brands of crackers or potato chips?
Probe for: nutrition, price, convenience, and taste if they don't mention it.
- What do you think about when you purchase carryout or delivery food to eat at home?
- How does this compare to when you purchase food to cook from the supermarket?

III. Changes to Restaurant Labels

The Restaurant Groups would start here after the introduction.

Now, instead of packaged food, I want to talk about both carry out and fast-food restaurant food. We are interested in finding ways to help you as consumers make healthy decisions when select fast food

- When you purchase carry out food or dine at a fast food restaurant, how important to you is nutritional information?
- What kind of information would you find most useful?
- Where would you like to see this information? Probe: menus, websites, tray liners, on the table? Why?
- Would like to see the information for the entire meal or for each menu item? Why?
- Currently, how do you obtain such information about carry out and restaurant food? – probe for successful tactics and obstacles for information collection.

A. Fast Food Restaurants: Testing of Menu Boards

We have developed some examples of ways to display nutritional information in fast-food and quick service restaurants. I am interested in you opinions about these various designs.

Please Note: The Restaurant Board numbers after each number refer to the mock-up. The CFSAN graphics artist will do the actual mock-ups and will be more realistic but contain the same ideas.

Have participants write down on a separate pad of paper their meal choices.

1. Baseline menu: Just have the food listed. (Fast food A)

- What is your first impression of these menus?
- Do you see any items that you would normally eat listed here? What?
- Give me some examples of some ordinary meals. (Can have them write down on note paper) What factors do you consider when choosing a meal?
- How can you determine the nutritional value and the number of calories of your meal/menu items?
- Probe for reaction to price.

2. Menu board with a symbol next to the low calorie items/ low calorie items highlighted (Restaurant Board B)

- What is your first impression of this menu board?
- What do you think about the items that have a symbol next to them? Are there any that have a symbol that you did not think would? Are there any food items that you expected to have a symbol that don't? Which ones? Are there any that do have a symbol that you don't think should? Which ones?
- If you saw this information on a restaurant menu board how would you use it? Why?
- Let's think about some of the ordinary meals we discussed before. Would you change anything that you may have ordered if the menu was presented this way? What would you change? Why?
- What about for children? Would having information like this change what you would feed children?
- What foods should be able to have the low calorie symbol? Who should decide the criteria for determining which foods are low calorie? Does it have to be the same at all fast-food restaurants? Why?
- What is your reaction to this design? What could be improved? Specifically, what symbol would you like? Would it have to be uniform across all different fast-food restaurants or could they have different symbols?
- What about low fat foods? Should those have another symbol? Why or why not?
- Probe for reaction to price.

3. Menu-board divided into segments: low-calorie items groups together in one segment (Restaurant Boards C, D)

- What is your first impression of this menu board? Why?
- What is your reaction to the separate low calorie box?
- Would menus set up like this help you make meal selection? Why?
- Let's think about some of the ordinary meals we discussed before. Would you change anything that you may have ordered if the menu was presented this way? What would you change? Why?
- What do you like about the design of this menu? What could be improved?
- Probe for reaction to price.

4. Menu board with Calories listed next to each menu item. (Restaurant Board E, F (Sandwich Shoppe, G))

- What is your first impression of this menu board design?
- What is your reaction to the information presented here? What, if anything surprises you?
- What would you do with the calorie information? How would you use it?
- Would you add up the calories for an entire meal? Why or why not?
- Let's think about some of the ordinary meals we discussed before. Would you change anything that you may have ordered if the menu was presented this way? What would you change? Why?
- What about sodas with free refills? How should calorie information about refills be shown? Why?
- What do you like about the design of this information? What could be improved?
- Probe for reaction to price.

5. Menu board divided into segments: healthier meals listed together (Restaurant Board H)

- What are your first impressions of this menu board? Why?
- What seems different about this menu board than the previous one?
- What do you think about having "Lower calorie" meals listed together in one segment of the menu? Why?
- For this board, what does "lower calorie" mean to you?
- Compared with just having lower calorie items listed in one segment of the menu, which format do you like better? Why?
- Which would be more useful to you? Why?
- What would you like the most about this design? What would you like to change? Why?

Summary

- Which of these ideas do you like the best? Why?
- Which did you like the least? Why?
- What other nutrition information would you like to see on menu-boards?
- Which was most visually appealing? Why?
- Which was most useful? Why?

Other ideas: Group Brainstorm (Quick)

Now we are going to spend a few minutes brainstorming ideas for an ideal menu board that would help you as consumers make healthy food choices.

- Get participants ideas. Write down on flip chart.

B. Sit Down Restaurants

Finally, I want to discuss sit-down restaurants.

- When you go to eat at a sit down restaurant like Applebees, Ruby Tuesdays, etc., how interested in health information are you?
 - Does it depend on the type of restaurant you go to? What about the occasion?
 - What kind of information are you interesting in having?
 - Where would you like to see this information? Probe: menus, websites. Why?
 - Would like to see the information for the entire meal or for each menu item? Why?
 - Currently, how do you obtain health information in sit down restaurants?— probe for successful tactics and obstacles for information collection
-

IV. Food Labels

Start here after introduction for food label groups.

Let's talk about food labels on packaged foods—anything **not** bought in the deli counter, or fresh fruits and vegetables, or self serve items.

- How do you determine if a particular packaged food is nutritious?
- What information do you look for on the package to help you decide what food to buy? Why?
- How important to you are the claims you see on the front of the package to help you tell whether a product is healthful? Why?
- What other package information, if any, is important? Why?

What about the information on the back of the package where the Nutrition Facts Panel is listed?

- How important is this information? Why? For which types of foods are you most likely to look at the NFP?
Probe: Frozen desserts, dairy (cheese), crackers, cookies, seafood, drinks, etc.
- How do you use the information on the NFP? – probe for evaluating individual products, comparing products, dietary planning
- When do you usually use the NFP? Do you use the NFP before or after you decide to purchase a food? Once you have a product at home do you look at the NFP? When do you look at it?
- Overall, is the NFP easy or difficult to use? What makes it easy or hard to use? What do you like the best about the NFP? What parts are hardest to understand? Why?

A. NFP Control and Calories

We have developed some examples of different Nutrition Facts Panels that highlight calories. I am interested in your opinions about these various designs. The first design shows the current NFP.

1. **Baseline: Show examples of current NFPs for 20oz soda, box of crackers (Maybe later), muffins**

- What is your overall impression of the healthiness of these products?
- How do you use the NFP information to determine healthiness? – probe for “rules” respondents use to select/rule out a product
- Do they seem to be high or low in calories? How do you know?
- How often do you think about calories when purchasing food? What about when you are deciding to what to eat?
- How important are calories in a serving for deciding whether or not to eat a food?
- What is the serving size for the products? How easy is it to determine if a SERVING of these products are high or low in calories? Why? What makes it easy? What makes it difficult?
- Do you compare serving size to what you actually eat?
- How many calories do you try to eat in a single day? How do you know how many to eat in a single day?
- For MUFFIN ONLY: What about fat? Does the muffin seem to be high or low in fat? How do you know? What about saturated fat? Does the muffin seem to be high or low in saturated fat? How do you know?
- Do you use anything else on the nutrition facts panel to determine the healthiness of a product? What? – probe for % Daily Value (DV) if no one has mentioned this yet. How do you use %DV? What if anything is confusing about %DV?
- Probe: Does the %DV help you know if the nutrient is high or low in the food? How?
- What other information would you find useful that is not currently on the NFP?
Is there another type of format that would be useful?

2. **Show NFP with %DV for calories next to the current NFP. ON MUFFIN get rid of ‘Amount Per Serving’ line and ‘Calories from fat’. (Food Label 1)**

This label is different from the one currently on food packages since it has a % Daily Value for calories. Currently, there is no %DV for calories but there is one for total fat, saturated fat, and many other nutrients.

- What is your overall impression of this label?
- What do you think about including a %DV for calories on the label?
- Would it be helpful for you? Why or why not?
- Does this new label help put calories in perspective for maintaining or losing weight? Why?
- Probe: Do you notice the removal of calories from fat from the muffin label? Do you ever use this information? (IF respondents need to see the information have them look at the previous label) Why?
- Probe: Do you notice the removal of the Amount per Serving Line? Instead, this label has Amount per serving size. What do you think about this change? Why?

3. Second column for single serve products with more than one serving: (Food Label 2)

This one is like the one we just looked at but it has a second column with information about the entire package. This label would be on packages that have more than one serving but that people can often eat in one serving.

- What is your overall impression of this label? Why?
- What do you think about including the second column?
- What is your reaction to the numbers in the second column?
- Would this be useful for you? Why or why not? What type of products would this be most useful for?
- Do you think that seeing this on a soft-drink bottle that has 2.5 servings in it would change your behavior? Why? What about the muffin, Do you think that seeing this on a muffin package would change your behavior? Why?
- What do you like about this way for showing the nutrition information for the entire bottle of soda and for the whole muffin? Is there anything you don't like? What? What could be done to improve this label?
- Instead of just having a second column with %DV, would it be helpful to have a second column for grams of fat and other nutrients?

4. Calorie declaration on the front of the package. (Food Label 3)

Now we are going to look at the front of a food package. This design has a starburst that would appear on the front of the package (The starburst would list calories per serving)

- What is your overall impression of seeing calories listed on the front of the package?
- Would this be useful for you? Why or why not?
- What do you think about listing calories per serving? Would you like to see calories for the entire package? Why or why not?
- What, if anything, is confusing about having calories listed here this way?

Summary:

- Which of these ideas do you like the best? Why?
- Which did you like the least? Why?
- Which was most visually appealing? Why?
- Which provides the most useful way for highlighting calories?
- Probe: calories per serving?
- Are there any other ideas that you have for changing the NFP to make it easier for you to maintain or lose weight?

B. Messages

Some consumers do not use the NFP information to help them make healthy food choices. I'm going to share several messages aimed at reminding people to look at the NFP and focus on certain information to help them choose healthier foods. These messages would be used as part of a public service campaign. You might see these messages on TV ads, in magazine ads, on bill-boards, etc.

Sample Messages:

- Read it before you eat it! Look at the Nutrition Facts Label.
- Calories count - Know the amount. Look at the Nutrition Facts Label.
- Look at the serving size - Compare what you actually eat to the serving on the Nutrition Facts Label.
- What you eat is what you are - Always read the Nutrition Facts Label.
- If you read labels for things you put on your body, why wouldn't you read labels for what you put in your body?
- The Nutrition Facts Label - Read it again for the first time.
- Look at the Nutrition Facts Label - 5% DV or less is low, 20% DV or more is high.

Moderator presents messages one-at-a-time and asks:

- What is your immediate reaction to this message?
- How much does it grab your attention?
- How relevant is the message to you?
- How believable is it?
- What, if anything, is confusing about it?
- How likely is it that this message would lead you to look at the NFP?
- What other messages can you think of that would remind people to look at the NFP, and help them to use the information to make more healthy food choices?

Appendix C

Images of Tested Restaurant Menu Boards and Food Labels

Bertie's Burgers

A

Sandwiches

Bertie Burger	2.50
with Cheese	2.75
Bertie Quarter Pound Burger	3.25
Big Bertie Deluxe Burger	3.50
Tasty Chicken Sandwich	3.25
Grilled Chicken Sandwich	3.25

Crispy Chicken Nuggets

4 pack	2.50
10 pack	3.50

Salads

Garden	2.50
Grilled Chicken Caesar	3.50
Cobb (with Grilled Chicken)	3.50
Bacon (with Grilled Chicken)	3.50

Price

Bertie's Hot Fries

Small	1.00
Large	1.20
Super	1.50

Beverages

Fountain Sodas

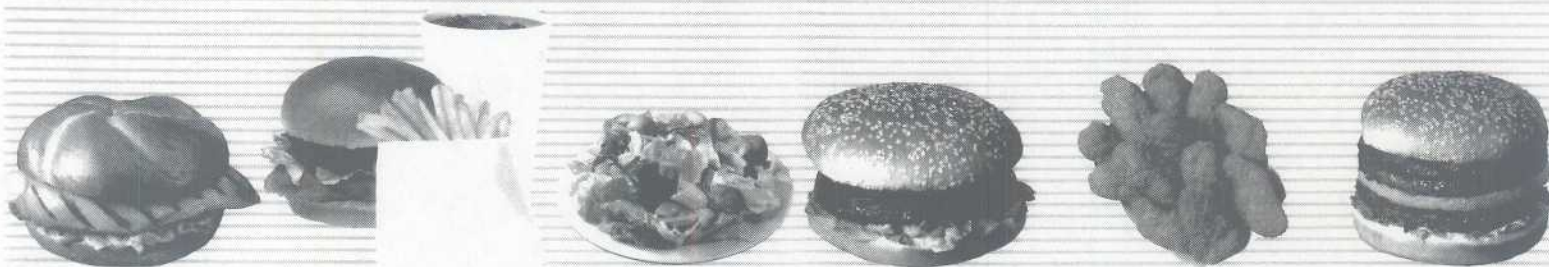
Small	1.00
Large	1.50

Milk Shakes

Small	1.00
Large	1.50

Coffee

12 oz Orange Juice	1.00
8 oz 1% Milk	1.00



Bertie's Burgers

B

Sandwiches

*Bertie Burger	2.50
*with Cheese	2.75
Bertie Quarter Pound Burger	3.25
Big Bertie Deluxe Burger	3.50
Tasty Chicken Sandwich	3.25
*Grilled Chicken Sandwich	3.25

Crispy Chicken Nuggets

*4 pack	2.50
10 pack	3.50

Salads

*Garden	2.50
*Grilled Chicken Caesar	3.50
*Cobb (with Grilled Chicken)	3.50
*Bacon (with Grilled Chicken)	3.50

Price

Bertie's Hot Fries

*Small	1.00
Large	1.20
Super	1.50

Beverages

Fountain Sodas

*Small	1.00
*Large	1.50

Milk Shakes

Small	1.00
Large	1.50

*Coffee

.50

*12 oz Orange Juice

1.00

*8 oz 1% Milk

1.00

*Lower Calorie Item



Bertie's Burgers

Sandwiches

Bertie Burger	2.50
with Cheese	2.75
Bertie Quarter Pound Burger	3.25
Big Bertie Deluxe Burger	3.50
Tasty Chicken Sandwich	3.25
Grilled Chicken Sandwich	3.25

Crispy Chicken Nuggets

4 pack	2.50
10 pack	3.50

Salads

Garden	2.50
Grilled Chicken Caesar	3.50
Cobb (with Grilled Chicken)	3.50
Bacon (with Grilled Chicken)	3.50

Bertie's Hot Fries

Small	1.00
Large	1.20
Super	1.50

Fruit and Yogurt Parfaits

Small	1.00
Large	1.50

Beverages

Fountain Sodas

Small	1.00
Large	1.50

Milk Shakes

Small	1.00
Large	1.50

Coffee

12 oz Orange Juice	1.00
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8 oz 1% Milk

	1.00
--	------

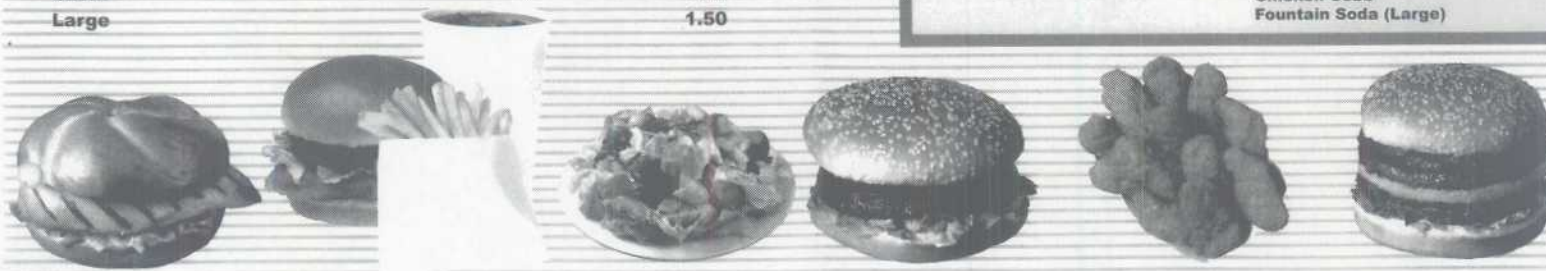
Lower Calorie Menu

Under 200 Calories

Salads:
Garden (with low fat Italian)
Fruit and Yogurt Parfait (Small)
Fountain Soda (Small)
Orange Juice
Coffee

200 to 400 Calories

Bertie Burger
Bertie Burger with Cheese
Grilled Chicken Sandwich
Crispy Chicken Nuggets (4 pack)
Bertie's Hot Fries (Small)
Fruit and Yogurt Parfait
Salads (with low fat Italian):
Chicken Bacon
Chicken Caesar
Chicken Cobb
Fountain Soda (Large)



Bertie's Burgers

D

Sandwiches

Bertie Burger	2.50
with Cheese	2.75
Bertie Quarter Pound Burger	3.25
Big Bertie Deluxe Burger	3.50
Tasty Chicken Sandwich	3.25
Grilled Chicken Sandwich	3.25

Crispy Chicken Nuggets

4 pack	2.50
10 pack	3.50

Salads

Garden	2.50
Grilled Chicken Caesar	3.50
Cobb (with Grilled Chicken)	3.50
Bacon (with Grilled Chicken)	3.50

Bertie's Hot Fries

Small	1.00
Large	1.20
Super	1.50

Fruit and Yogurt Parfaits

Small	1.00
Large	1.50

Beverages

Fountain Sodas

Small	1.00
Large	1.50

Milk Shakes

Small	1.00
Large	1.50

Coffee

12 oz Orange Juice	1.00
--------------------	------

8 oz 1% Milk

1.00

Lower Calorie Menu

Bertie Burger	Bertie's Hot Fries (Small)
Bertie Burger with Cheese	Fruit and Yogurt Parfait (Small and Large)
Grilled Chicken Sandwich	Fountain Sodas
Crispy Chicken Nuggets (4 pack)	Coffee
Garden Salad	12 oz Orange Juice
Grilled Chicken Caesar Salad	8 oz 1% Milk
Cobb Salad (with Grilled Chicken)	
Bacon Salad (with Grilled Chicken)	



Bertie's Burgers

E

Menu Item (Number of Calories)

Price

Sandwiches

Bertie Burger (280)	2.50
with Cheese (330)	2.75
Bertie Quarter Pound Burger (420)	3.25
Big Bertie Deluxe Burger (580)	3.50
Tasty Chicken Sandwich (500)	3.25
Grilled Chicken Sandwich (410)	3.25

Crispy Chicken Nuggets

4 pack (210)	2.50
10 pack (510)	3.50

Salads*

Garden (115)	2.50
Grilled Chicken Caesar (210)	3.50
Cobb (160) with Grilled Chicken (280)	3.50
Bacon (140) with Grilled Chicken (270)	3.50

*House dressing adds 200 calories

*Low fat Italian adds 40 calories

Bertie's Hot Fries

Price

Small (210)	1.00
Large (540)	1.20
Super (610)	1.50

Beverages

Fountain Sodas

Small (150)	1.00
Large (310)	1.50

Milk Shakes

Small (430)	1.00
Large (750)	1.50

Coffee (5)	.50
------------	-----

12 oz Orange Juice (140)	1.00
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8 oz 1% Milk (100)	1.00
--------------------	------



Sandwich Shoppe

F

Menu Item (Number of Calories)

Price

Sides

Specialty Sandwiches

Turkey Artichoke Panini (810)	5.25
Portobello & Mozzarella Panini (650)	5.25
Asiago Roast Beef (730)	5.25
Smoked Turkey and Brie (771)	5.25
Pesto Chicken Melt (741)	5.25
Tuna and Cheddar (960)	5.25
Turkey Light (475)	5.25
Country Ham and Brie (731)	5.25

6 inch Subs

Steak and Cheese (390)	4.25
Meatball Sub (540)	4.25
Roasted Chicken Breast (Low Fat) (320)	4.25

Bag of chips (150)

.75

Beverages

Fountain Sodas

Small (150)	1.00
Large (310)	1.50
Coffee (5)	.50
Latte (120)	2.85
Caramel Latte (400)	2.95
12 oz Orange Juice (140)	1.00
8 oz 1% Milk (100)	1.00



Bertie's Burgers

9

Menu Item (Number of Calories)

Price

Bertie's Hot Fries

Price

Sandwiches

Bertie Burger (280)* 2.50
with Cheese (330) 2.75

Bertie Quarter Pound Burger (420) 3.25

Big Bertie Deluxe Burger (580) 3.50

Tasty Chicken Sandwich (500) 3.25

Grilled Chicken Sandwich (410) 3.25

Crispy Chicken Nuggets

4 pack (210) 2.50

10 pack (510) 3.50

Salads*

Garden (115) 2.50

Grilled Chicken Caesar (210) 3.50

Cobb (160) with Grilled Chicken (280) 3.50

Bacon (140) with Grilled Chicken (270) 3.50

*House dressing adds 200 calories

*Low fat Italian adds 40 calories

Small (210)

1.00

Large (540)

1.20

Super (610)

1.50

Beverages

Fountain Sodas

Small (150)

1.00

Large (310)

1.50

Milk Shakes

Small (430)

1.00

Large (750)

1.50

Coffee (5)

.50

12 oz Orange Juice (140)

1.00

8 oz 1% Milk (100)

1.00

Items that appear in red are considered Lower Calorie



**Value
Size!**
add super size
fries and
drink!

Bertie's Burgers

#

Bertie's Super Combos

- | | |
|--|--|
| 1 Double Burger
Fries, Drink \$3.99 | 4 Tasty Chicken Sandwich
Fries, Drink \$4.50 |
| 2 Quarter Pound Burger
Fries, Drink \$4.50 | 5 10pc Chicken Nuggets
Fries, Drink \$4.75 |
| 3 Deluxe Burger
Fries, Drink \$4.75 | 6 Grilled Chicken
Fries, Drink \$4.50 |

Healthier Meal Combos

- | | |
|--|--|
| 7 Bertie's Burger, Small
Fries, Small Soda
(640 Calories) \$3.50 | 10 Cheeseburger, Garden
Salad, Small Soda
(600 Calories) \$3.75 |
| 8 Grilled Chicken Salad,
Cobb Dressing, Iced Tea
(500 Calories) \$4.50 | 11 Caesar Salad, Small Fries,
Small Soda
(640 Calories) \$4.00 |
| 9 Grilled Chicken Sandwich,
Small Soda, Fruit Parfait
(680 Calories) \$4.75 | 12 Chef Salad, Small Soda,
Small Cone
(560 Calories) \$4.50 |

Healthier Meals have 1/3 or less of a day's calories in a 2000 calorie diet. Also, 1/3 or less of the Daily Value for saturated fat and cholesterol, less than 1/2 of the Daily Value for sodium and 7 grams or less of saturated plus trans fat



Sandwich Shoppe

F

Specialty Sandwiches

Menu Item (Number of Calories whole/half)

	Whole Sandwich	1/2 Sandwich
Portobello & Mozzarella Panini (650/325)	\$5.25	4.25
Turkey Artichoke Panini (810/405)	\$5.25	4.25
Asiago Roast Beef (730/365)	\$5.25	4.25
Smoked Turkey and Brie (760/380)	\$5.25	4.25
Pesto Chicken Melt (740/370)	\$5.25	4.25
Tuna and Cheddar (960/480)	\$5.25	4.25
Turkey Light (480/240)	\$5.25	4.25
Country Ham and Brie (730/365)	\$5.25	4.25
Roasted Chicken Breast (Low Fat) (500/250)	\$5.25	4.25

Sides

Bag of chips (150)	\$0.75
--------------------	--------

Beverages

Fountain Sodas (reg/diet)

Small (150/0)	\$1.00
Large (310/0)	\$1.50
Coffee (5)	\$0.50
Latte (120)	\$2.85
Caramel Latte (400)	\$2.95
12 oz Orange Juice (140)	\$1.00
8 oz 1% Milk (100)	\$1.00
Iced Tea (0)	\$1.00





Bertie's Burgers

G

Bertie's Combo Meals

1 Double Burger
Fries, Drink

\$3.99

2 Quarter Pound Burger
Fries, Drink

\$4.50

3 Deluxe Burger
Fries, Drink

\$4.75

4 Tasty Chicken Sandwich
Fries, Drink

\$4.50

5 10pc Chicken Nuggets
Fries, Drink

\$4.75

6 Grilled Chicken
Fries, Drink

\$4.50

7 Bertie's Burger, Small
Fries, Small Soda

\$3.50

8 Grilled Chicken Salad,
Cobb Dressing, Iced Tea

\$4.50

9 Grilled Chicken
Sandwich, Small Soda,
Fruit Parfait

\$4.75

10 Cheeseburger, Garden
Salad, Small Soda


\$3.75

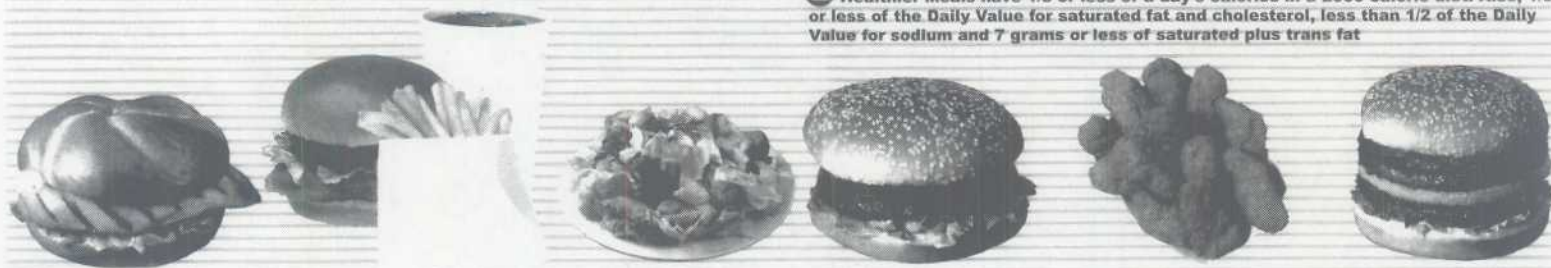
11 Caesar Salad, Small
Fries, Small Soda

\$4.00

12 Chef Salad, Small
Soda, Small Cone

\$4.50

 Healthier Meals have 1/3 or less of a day's calories in a 2000 calorie diet. Also, 1/3 or less of the Daily Value for saturated fat and cholesterol, less than 1/2 of the Daily Value for sodium and 7 grams or less of saturated plus trans fat



Nutrition Facts

Amount per 8 fl oz serving (240 mL)

Servings Per Container about 2.5

	% Daily Value*
Calories 110	6%
Total Fat 0g	0%
Sodium 70mg	3%
Total Carbohydrate 31g	10%
Sugars 30g	
Protein 0g	

*Percent Daily Values are based on a 2,000 calorie diet

Nutrition Facts

Amount per 1/2 muffin serving (57g)

Servings Per Container 2

	% Daily Value*
Calories 210	11%
Total Fat 11g	18%
Saturated Fat 2.5g	11%
Trans Fat 4g	
Cholesterol 40mg	14%
Sodium 200mg	8%
Total Carbohydrate 24g	8%
Dietary Fiber 1g	4%
Sugars 17g	
Protein 3g	

Vitamin A 0%	Vitamin C 4%
Calcium 2%	Iron 4%

*Percent Daily Values are based on a 2,000 calorie diet

Nutrition Facts

Amount per 8 fl oz serving (240 mL)

Servings Per Container about 2.5

Amount	8 fl oz Serving	20 fl oz bottle
Calories	110	275
% Daily Value*		
Calories	6%	14%
Total Fat 0g, 0g	0%	0%
Sodium 70mg, 175mg	3%	7%
Total Carbohydrate 31g, 77.5g	10%	26%
Sugars 30g, 75g		
Protein 0g, 0g		

*Percent Daily Values are based on a 2,000 calorie diet

Nutrition Facts

Amount per 1/2 muffin (57g)

Servings Per Container 2

Amount	1/2 Muffin	1 Muffin
Calories	210	420
% Daily Value*		
Calories	11%	22%
Total Fat 11g, 22g	17%	34%
Saturated Fat 3g, 6g	15%	30%
Trans Fat 4g, 8g		
Cholesterol 40mg, 80mg	13%	27%
Sodium 200mg, 400mg	8%	16%
Total Carbohydrate 24g, 48g	8%	16%
Dietary Fiber 1g, 2g	4%	8%
Sugars 17g, 34g		
Protein 3g, 6g		
Vitamin A	0%	0%
Vitamin C	4%	8%
Calcium	2%	4%
Iron	4%	8%

*Percent Daily Values are based on a 2,000 calorie

Nutrition Facts

Amount per 8 fl oz serving (240 mL)

Servings Per Container about 2.5

Amount	8 fl oz Serving	20 fl oz bottle
Calories	110	275
% Daily Value*		
Calories	6%	14%
Total Fat 0g	0%	0%
Sodium 70mg	3%	7%
Total Carbohydrate 31g	10%	26%
Sugars 30g		
Protein 0g		

*Percent Daily Values are based on a 2,000 calorie diet

Nutrition Facts

Amount per 1/2 muffin (57g)

Servings Per Container 2

Amount	1/2 Muffin	1 Muffin
Calories	210	420
% Daily Value*		
Calories	11%	23%
Total Fat 11g	18%	36%
Saturated Fat 2.5g	11%	22%
Trans Fat 4g		
Cholesterol 40mg	14%	28%
Sodium 200mg	8%	16%
Total Carbohydrate 24g	8%	16%
Dietary Fiber 1g	4%	8%
Sugars 17g		
Protein 3g		

Vitamin A 0%

Vitamin C 4%

Calcium 2%

Iron 4%

*Percent Daily Values are based on a 2,000 calorie diet

Nutrition Facts

Serving Size 8 fl oz (240 mL)
Serving Per Container about 2.5

Amount Per Serving

Calories 110

	% Daily Value*
Total Fat 0g	0%
Sodium 70mg	3%
Total Carbohydrate 31g	10%
Sugars 30g	
Protein 0g	

*Percent Daily Values are based on a 2,000 calorie diet

INGREDIENTS: CARBONATED WATER, HIGH FRUCTOSE CORN SYRUP AND/OR SUCROSE, CARAMEL COLOR, PHOSPHORIC ACID, NATURAL FLAVORS, CAFFEINE

crisp refreshing cola
fizzo!

275

Calories per Bottle

20 FL OZ (591 ML)

INGREDIENTS: SUGAR, ENRICHED WHEAT FLOUR (BLEACHED WHEAT FLOUR, MALTED BARLEY FLOUR, NIACIN, REDUCED IRON, THIAMIN MONONITRATE, RIBOFLAVIN, FOLIC ACID), EGGS, SOYBEAN OIL, BLUEBERRIES, WATER, MODIFIED FOOD STARCH

Mabel's Muffins

NET WT 4 OZ (113g)

420

Calories per Muffin

Nutrition Facts

Serving Size 1/2 muffin (57g)
Servings Per Container 2

Amount Per Serving

Calories 210 Calories from Fat 100

	% Daily Value*
Total Fat 11g	18%
Saturated Fat 2.5g	11%
Trans Fat 4g	
Cholesterol 40mg	14%
Sodium 200mg	8%
Total Carbohydrate 24g	8%
Dietary Fiber 1g	4%
Sugars 17g	
Protein 3g	

Vitamin A 0% Vitamin C 4%
Calcium 2% Iron 4%

*Percent Daily Values are based on a 2,000 calorie diet

Nutrition Facts

Serving Size 8 fl oz (240 mL)

Servings Per Container about 2.5

Amount Per Serving

Calories 110

% Daily Value*

Total Fat 0g 0%

Sodium 70mg 3%

Total Carbohydrate 31g 10%

Sugars 30g

Protein 0g

*Percent Daily Values are based on a 2,000 calorie diet

INGREDIENTS: CARBONATED WATER, HIGH FRUCTOSE CORN SYRUP AND/OR SUCROSE, CARAMEL COLOR, PHOSPHORIC ACID, NATURAL FLAVORS, CAFFEINE

crisp refreshing cola
fizzo!

110
Calories per Serving

20 FL OZ (591 ML)

INGREDIENTS: SUGAR, ENRICHED WHEAT FLOUR (BLEACHED WHEAT FLOUR, MALTED BARLEY FLOUR, NIACIN, REDUCED IRON, THIAMIN MONONITRATE, RIBOFLAVIN, FOLIC ACID), EGGS, SOYBEAN OIL, BLUEBERRIES, WATER, MODIFIED FOOD STARCH

Mabel's Muffins

NET WT 4 OZ (113g)

210
Calories per Serving

Nutrition Facts

Serving Size 1/2 muffin (57g)

Servings Per Container 2

Amount Per Serving

Calories 210 Calories from Fat 100

% Daily Value*

Total Fat 11g 18%

Saturated Fat 2.5g 11%

Trans Fat 4g

Cholesterol 40mg 14%

Sodium 200mg 8%

Total Carbohydrate 24g 8%

Dietary Fiber 1g 4%

Sugars 17g

Protein 3g

Vitamin A 0%

Vitamin C 4%

Calcium 2%

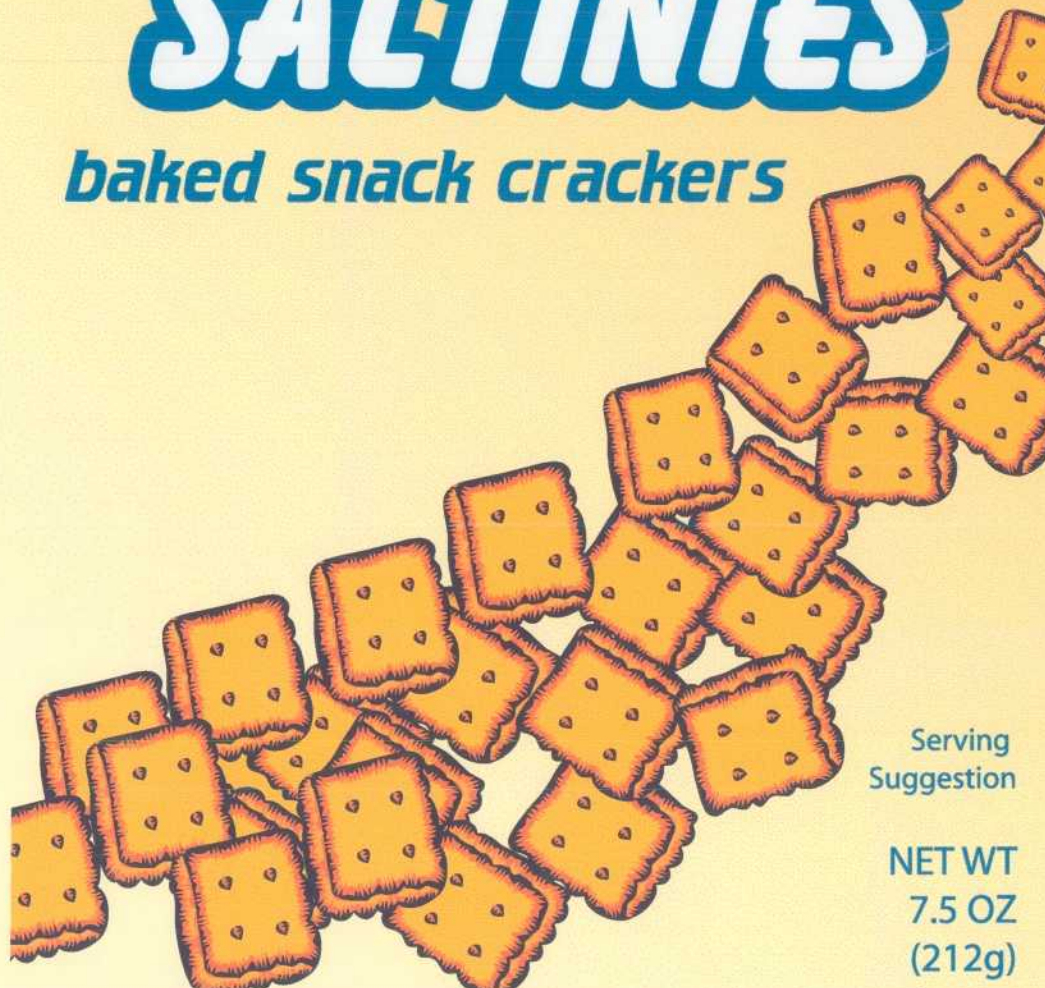
Iron 4%

*Percent Daily Values are based on a 2,000 calorie diet

Great size for snacking!

TEENIE SALTINIES

baked snack crackers



Serving
Suggestion

NET WT
7.5 OZ
(212g)

Nutrition Facts

Serving Size about 32 crackers (30g)

Servings Per Container about 7

Amount Per Serving

Calories 130 Calories from Fat 25

	% Daily Value*
Total Fat 3g	5%
Saturated Fat 1g	5%
Polyunsaturated Fat 0g	
Monounsaturated Fat 1g	
Cholesterol 0mg	0%
Sodium 280mg	12%
Total Carbohydrate 22g	4%
Protein 2g	

Iron 8%

Not a significant source of dietary fiber, sugars, vitamin A, vitamin C and calcium.

*Percent Daily Values are based on a 2,000 calorie diet. Your values may be higher or lower depending on your calorie needs:

	Calories:	2,000	2,500
Total Fat	Less than	65g	80g
Sat Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400 mg	2,400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g

Calories per gram:

Fat 9 · Carbohydrate 4 · Protein 4

Ingredients: Enriched flour [wheat flour, niacin, reduced iron, thiamine mononitrate (vitamin B1), riboflavin (vitamin B2), folic acid], Cottonseed oil, Cheddar cheese (pasteurized cultured milk, salt, enzymes), Calcium carbonate, Salt, Whey (milk), Autolyzed yeast, Buttermilk solids, Ovalbumin (Egg), Leavening (sodium acid polyphosphate, sodium bicarbonate), Sugar, Yeast, Lactic acid, Yellow 5, Yellow 6, Sodium phosphate, Sodium caseinate (milk), Onion powder, Acetic acid, Xanthan gum, Potassium sorbate [preservative].

Lady Day's
Since 1948

Healthy Meat Lasagna



Made with real
Ricotta Cheese!

Keep Frozen; Cook thoroughly



NET WT
35.5 OZ
(1000g)

Meets FDA Healthy Meal Guidelines

Nutrition Facts

Serving Size 1 Cup (250g)

Servings Per Container 4

Amount Per Serving

Calories 207 Calories from Fat 70

% Daily Value*

Total Fat 7	11%
Saturated Fat 2.5g	13%
Cholesterol 20mg	7%
Sodium 600mg	25%
Total Carbohydrate 22g	7%
Dietary Fiber 5g	20%
Sugars 10g	
Protein 14g	

Vitamin A 8% Vitamin C 0%

Calcium 10% Iron 10%

*Percent Daily Values are based on a 2,000 calorie diet. Your values may be higher or lower depending on your calorie needs:

		Calories:	2,000	2,500
Total Fat	Less than	65g	80g	
Sat Fat	Less than	20g	25g	
Cholesterol	Less than	300mg	300mg	
Sodium	Less than	2,400mg	2,400mg	
Total Carbohydrate		300g	375g	
Dietary Fiber		25g	30g	

Ingredients: Water, Tomatoes, Lasagna Pasta (Water, Enriched Semolina [Semolina, Niacin, Thiamine Mononitrate, Riboflavin, Folic Acid], Egg Whites), Ricotta Cheese (Pasteurized Whey, Milk, Cream), Cooked Beef (Beef, Flavorings, Salt, Tomato Paste, Spices, Dextrose), Mozzarella (Pasteurized Part-Skim Milk, Cheese Cultures, Whey Protein Concentrate, Enzymes), Tomato Paste, Sugar, Romano Cheese* (Part-Skim Milk*, Cheese Culture*, Salt, Enzymes), Heavy Whipping Cream, Modified Food Starch, Onions, Salt, Spices, Soy Sauce (Water, Wheat, Soybeans, Salt), Partially Hydrogenated and/or Liquid Soybean Oil, Dried Egg Whites, Garlic, Xanthan Gum, Flavoring, Ascorbic Acid.

Lady Day's

Since 1948

Meat Lasagna



Made with real
Ricotta Cheese!

Keep Frozen; Cook thoroughly

NET WT
35.5 OZ
(1000g)

Nutrition Facts

Serving Size 1 cup (250g)

Servings Per Container 4

Amount Per Serving

Calories 270 Calories from Fat 110

% Daily Value*

Total Fat 12g	18%
Saturated Fat 7g	35%
Cholesterol 40mg	13%
Sodium 770mg	32%
Total Carbohydrate 22g	4%
Dietary Fiber 4g	16%
Sugars 9g	
Protein 20g	

Vitamin A 10% Vitamin C 6%

Calcium 20% Iron 8%

*Percent Daily Values are based on a 2,000 calorie diet. Your values may be higher or lower depending on your calorie needs:

		Calories:	2,000	2,500
Total Fat	Less than	65g	80g	
Sat Fat	Less than	20g	25g	
Cholesterol	Less than	300mg	300mg	
Sodium	Less than	2,400mg	2,400mg	
Total Carbohydrate		300g	375g	
Dietary Fiber		25g	30g	

Ingredients: Water, Tomatoes, Lasagna Pasta (Water, Enriched Semolina [Semolina, Niacin, Thiamine Mononitrate, Riboflavin, Folic Acid], Egg Whites), Ricotta Cheese (Pasteurized Whey, Milk, Cream), Cooked Beef (Beef, Flavorings, Salt, Tomato Paste, Spices, Dextrose), Mozzarella (Pasteurized Part-Skim Milk, Cheese Cultures, Whey Protein Concentrate, Enzymes), Tomato Paste, Sugar, Romano Cheese* (Part-Skim Milk*, Cheese Culture*, Salt, Enzymes), Heavy Whipping Cream, Modified Food Starch, Onions, Salt, Spices, Soy Sauce (Water, Wheat, Soybeans, Salt), Partially Hydrogenated and/or Liquid Soybean Oil, Dried Egg Whites, Garlic, Xanthan Gum, Flavoring, Ascorbic Acid.